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ABSTRACT

Data from 43 responses to a questionnaire distributed to the academic members of the RASD Discussion Group in Reference Services in Large Research Libraries are summarized in tables. The purpose of the survey was to reflect patterns of staff size, services, and organization in reference departments in large academic libraries. The tables present the following information: (1) data on staff size and responsibilities; (2) reference departments grouped by labor intensive services offered; (3) work schedules; (4) utilization of non-professional staff; (5) instructional offerings of reference departments; (6) changes in staff workload over the last five years; and (7) reference collections. Information was also collected on sex, experience, and educational backgrounds of reference librarians.
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Working Paper on Staffing, Services and Organization of Reference
Departments in Large Academic Libraries

by

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Prepared for:

Discussion Group on Reference Services in Large Research Libraries,
Reference and Adult Services Division, American Library Association

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Introduction

The tables which follow summarize forty-three responses to a questionnaire distributed to the academic members of the RASD Discussion Group on Reference Services in Large Research Libraries last fall. Their purpose is to reflect patterns of staff size, services, and organization in reference departments in large academic libraries.

Staff Size and Services Offered

Table 1 presents data on staff size and responsibilities of reference departments responding to the questionnaire. The questions were based on the assumption that reference services in most large academic libraries are centralized in one department which is located close to the union catalog and the general research collection. We anticipated that undergraduate libraries and catalog information desks might reduce the workload of some reference departments and queried respondents concerning the existence of these services on their campuses. Tabulation of their responses is presented in Table 1. We also anticipated that large branch and departmental libraries offering reference services might also have an impact on the size of the reference departments. Attempts to obtain even the roughest measure of this effect were unsuccessful,¹ however, and no information is provided.

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There appears to be no consensus as to what constitutes "official reference service in a designated service area," as described on the questionnaire. We proceeded on the assumption that not all departmental libraries staffed by professional librarians offer regular and consistently available reference service. The answers to the questionnaire suggested that not all respondents shared this assumption.

on this point in Table 1. Several libraries reported data for the unit in their organizational structure most closely resembling our concept of a "central reference unit." The variations in reporting are noted in footnotes to Tables 1 and 2. Others are organized along divisional lines and submitted combined data for reference services in all divisions.² These are also noted in the footnotes to Tables 1 and 2.

Differences in function as well as organization make comparison of staff size from department to department difficult. Thirty percent of responding reference departments are responsible for interlibrary lending; forty percent, for interlibrary borrowing; 23 percent, for interlibrary loan photoduplication; 30 percent, for maintaining a documents collection; 49 percent, for selection for the general library collection; 21 percent, for maintaining a microform collection. The provision of interlibrary loan services should have a large impact on both clerical and professional staff size. If maintenance of documents and microforms collections includes responsibility for development of the entire library collections in these areas, these functions too should demand large amounts of both professional and clerical time. Several reference departments specified that staff members spent all or large parts of their time in general collection development

² Massachusetts Institute of Technology found it impossible to answer the questionnaire since it has no central library. The responses for British Columbia are not included, since the Library appears to be organized in a sufficiently different manner to make comparison with others difficult. In the Main Library there are three major reference divisions (Humanities, Social Science and Science) as well as an Information and Orientation Division responsible for catalog information and coordination of orientation activities. Also, most or all of the staff in departments and branches is viewed as spending a significant part of their time in giving reference service.

activities. Comparison of staff size among such departments is difficult in the absence of information concerning the portion of total library selection responsibility which rests with reference librarians in these departments.

Formal instructional and information retrieval activities are also likely to influence reference department staff size significantly. The questionnaire provided information on the variety of instructional offerings, but obtained no data on the number of contacts. The LAD LOMS Committee on Statistics for Reference Services considers such information a sufficiently important measure of reference service to recommend its inclusion in future LIBGIS surveys³. While reference departments were not queried specifically about providing information retrieval services, many listed these among services added within the last five years. No measures of the magnitude of these activities or of the portion of total campus service in this area provided by reference departments were obtained.

The absence of the various bits of relevant quantitative data described above make it difficult to draw any definitive conclusions concerning staff deficiencies based on the data collected here. Some suggestive comparisons are perhaps possible, however. To facilitate these, Table 2 was compiled grouping reference departments according to responsibilities requiring the largest amounts of staff time. Data concerning size of user community served, size of collection, and magnitude of interlibrary loan activities (where applicable) are provided as additional points for comparison.

³

Emerson, Katherine. "National Reporting of Reference Transactions, 1976-78," RQ v.16, no.3 (Spring, 1977) p.205.

Small groups and pairs of libraries with similar responsibilities emerge. Some are well matched in staff, but most pairs or groups doing similar tasks show significant variations both in professional and clerical staff size.

The foregoing outlines the difficulties involved in determining the optimum size for a reference department serving a university community of a certain size. To make this determination, it may be necessary to isolate, for the sake of analysis, those services which can be performed only by reference librarians (or are most commonly performed by reference librarians) from the many and diverse services found to be offered by the reference departments questioned. This would seem to be a worthwhile question to pursue and the authors hope to do so in a future study.

Work Schedules

As indicated by Table 3, most reference librarians (those in seventy percent of departments) spend forty percent or more of their time assigned to desk duty. Most work one night per week and one to two weekend days per month.

Utilization of Non-professional Staff

The questionnaire attempted to ascertain the extent to which reference departments make use of non-professionals to handle the routine and repetitious aspects of reference work (See Table 4.) The responses indicated that a large number of departments use clerical staff and, to a lesser extent, students as back-up or buffer in routine reference encounters (i.e., card catalog checks and ready reference service).

Trends in Services offered by Reference Departments

Respondents were asked to specify new services offered during the last five years. The two most frequently reported additions were computer-aided information retrieval and greatly expanded instructional activities. (See Summary 1.) The two next most frequently cited new activities were provision of supplemental information service points administered by reference departments (catalog information desks, campus information desks, main-lobby information desks) and the production of publications designed to serve the needs of particular user groups.

Eighty-six percent of reference departments consider themselves to be offering a formal program of library instruction. Three of the remaining libraries describe themselves as taking the more passive role of providing lectures on demand as opposed to initiating contacts and arranging activities. Only one library responded that insufficient staff exist to give instruction other than on a one-to-one basis. About one quarter of the libraries devote sufficient amounts of staff time to teaching to require that a specific staff member be designated as coordinator of instructional activities. Most reference departments offer instruction to graduate students and undergraduate majors. Of those which offer instruction to these groups, but not to incoming freshmen, all but one are in library systems which include a separate undergraduate library. Several specified that the undergraduate library has the responsibility for freshman instruction. Tours and classroom lectures are the most popular methods of instruction. (See Table 5.)

Changes in Staff Size

Most reference departments estimate increases in quantifiable services (reference questions answered, interlibrary loan borrowing and lending) and also note introduction of various new services. Sixteen of forty-three, however, have experienced a net loss of staff over the last five years and only nineteen have experienced a net gain. (See Table 6.)

Departmental Organization

Reference departments are likely to be the largest public service units (in terms of staff) in most large university libraries. The questionnaire sought to determine the extent to which administrative responsibility is delegated within departments. (See Summary 2.) An attempt was made also to see if there is a favored pattern for the organization of selection activities. In most departments the responsibility is not centered in one person (i.e., the Head or a designee), but is divided among staff members, most often by subject.

Additional Information

Information was also collected on reference collections (Table 7) and on sex, experience, and educational background of reference librarians (Summary 3).

These results will also be published as part of a larger study still under way.

Table 1
Total Staff and Responsibilities of Reference Departments
in Large Academic Libraries

Institution ¹	# FTE Librarians	# FTE Clerical Staff	# FTE Student Assistants ²	Total FTE Staff	RESPONSIBILITIES OF							
					Interlibrary Lending	Interlibrary Borrowing	Interlibrary Loan Photoduplication	Maintaining Document Collection ³	Maintaining Microform Collection	Computer-Aided Information Retrieval ⁴	Library Instruction Program ⁵	
Harvard	6.0		1.1	7.1				X				
Yale	10.5	14.0	5.6	30.1	X	X	X	X*	X		X	
Illinois	7.0	2.0	1.4	10.4		X						
Columbia	6.0		N.A.	N.A.						X	X	
Michigan	11.0	2.5	2.7	16.2				X*			X	
Calif.	8.5	2.0	1.3	11.8						X	X	
Toronto	17.0	2.5	1.7	21.2		X		X*	X	X	X	
Cornell	6.75	3.0	2.3	12.1		X					X	
Indiana	6.0	5.0	2.6	13.6	X	X	X			X	X	
Texas	6.0	2.5	1.8	10.3						X		
Chicago	5.8	2.0 ¹⁴		7.8	X	X					X	
Minnesota	7.5	1.25	2.5	11.2						X		
UCLA	10.0	7.5	5.3	22.8	X	X	X			X	X	
Ohio St.	7.5	2.5	1.2	11.2				X		X	X	
Wisconsin	5.0	2.5	.5	8.0				X				
Princeton	7.0	1.0	.5	8.5								
U. Penn.	9.0		2.0	11.0					X	X	X	
Duke	6.66	2.0	.8	9.4							X	
NYU	16.0	3.0	.6	19.6	X	X	X	X*	X	X		
N' thwestern	7.5	1.5	2.5	11.5						X	X	
Michigan St.	14.0	5.2	3.0	22.2		X		X*		X	X	
No. Caro. ¹⁶	4.5	2.0	3.7	10.2							X	

Table 1

REFERENCE DEPARTMENTS										Institution ¹	
Selection for General Library Collection ⁶	Maintaining Map Collection	Preparing Individualized Bibliographies	Preparing General Subject Bibliographies	Preparing Library Publications	Maintaining Curr. Periodicals Section	Maintaining Vertical File	Issuing Library Permits	Exhibits ⁷	Undergraduate Reference Service ⁸		Catalog Information ⁹
				X					X		Harvard
		X	X	X	X	X	X ¹⁰		X	X	Yale
				X			X		X		Illinois
			X	X			X ¹⁰		X	X	Columbia
X ⁺	X		X	X		X					Michigan
X ⁺		X ¹¹	X	X		X				X	Berkeley
	X	X ¹¹	X	X		X				X	Toronto
			X	X	X					X	Cornell
				X ¹²						X	Indiana
X ¹³						X				X	Texas
							X ¹⁰		X	X	Chicago
X ⁺		X	X	X		X			X		Minnesota
		X ¹¹	X ¹¹	X							UCLA
X ⁺				X		X					Ohio St.
			X	X ¹⁵		X		X			Wisconsin
X		X	X	X		X		X	X	X	Princeton
X		X	X	X	X	X		X	X		U. Penn.
X ⁺		X	X	X	X	X			X	X	Duke
X			X	X		X			X	X	NYU
			X	X	X	X	X ¹⁰		X		N' thwestern
			X	X		X	X ¹⁰				Michigan St.
		X	X	X				X		X	No. Caro. ¹⁶

Table 1 (Continued)

Total Staff and Responsibilities of Reference Departments
in Large Academic Libraries

Institution ¹	# FTE Librarians	# FTE Clerical Staff	# FTE Student Assistants ²	Total FTE Staff	RESPONSIBILITIES OF						
					Interlibrary Lending	Interlibrary Borrowing	Interlibrary Loan Photoduplication	Maintaining Document Collection ³	Maintaining Microform Collection	Computer-Aided Information Retrieval ⁴	Library Instruction Program ⁵
J. Hopkins	9.5	N.A.		N.A.				X*	X	X	
Virginia	6.0	1.5	1.3	8.8				X*			
Pitt. ¹⁷	3.5	2.0	.3	5.8						X	X
Iowa	10.5	2.75 ¹⁴	.8	14.1	X	X	X				
Missouri ¹⁸	15.0	11.0	N.A.	N.A.		X		X	X		X
Kansas	6.5	3.0 ¹⁴	.6	10.1	X	X				X	X
Penn. St.	7.75	2.5	.6	10.8						X	X
So. Ill.	5.0	N.A.	N.A.	N.A.							
Rutgers ¹⁹	4.0	.5	1.0	5.5							X
McGill	10.5	9.0	.3	19.8	X	X	X				X
Arizona	9.0	6.0	1.8	16.8	X	X				X	X
Case West.	3.0		.8	3.8					X	X	X
Wayne St. ²⁰	12.0	3.0	1.2	16.2						X	
Cincinnati	8.0	2.0	.8	10.8							
Alberta	9.0	6.0	.1	15.1						X	X
Syracuse	10.5	5.5	8.9	24.9	X	X	X	X*	X	X	
Brown	11.0	2.0	1.1	14.1	X	X	X			X	
Wash., Mo.	9.0	5.0	1.0	15.0	X	X	X	X		X	
SUNY-Buf. ²¹	11.0	1.5	1.6	14.1						X	X
La. State ²²	9.0	3.0	3.1	15.1							
Southern	8.0	3.0	15.4	27.4	X	X	X	X*	X		X
Howard	5.0			5.0	X	X	X		X		

Table 1 (Continued)

REFERENCE DEPARTMENTS

Selection for General Library Collection ⁶	Maintaining Map Collection	Preparing Individualized Bibliographies	Preparing General Subject Bibliographies	Preparing Library Publications	Maintaining Curr. Periodicals Section	Maintaining Vertical File	Issuing Library Permits	Exhibits ⁷	Undergraduate Reference Service ⁸	Catalog Information ⁹	Institution ¹
X		X	X	X	X					X	J. Hopkins
		X	X	X		X		X	X	X	Virginia
				X		X			X	X	Pitt ¹⁷
				X		X	X	X		X	Iowa
X		X	X	X	X	X		X		X	Missouri ¹⁸
X			X	X					X	X	Kansas
X		X	X	X		X			X	X	Penn. St.
									X		So. Ill.
			X	X		X			X	X	Rutgers ¹⁹
			X	X		X	X ¹⁰			X	McGill
X		X	X						X	X	Arizona
		X	X		X	X		X	X	X	Case West.
X ⁺			X			X			X	X	Wayne St. ²⁰
X ⁺		X	X	X		X			X	X	Cincinnati
X ⁺		X	X	X	X			X			Alberta
			X ¹⁰	X	X		X ¹⁰		X	X	Syracuse
X ⁺			X	X		X		X	X		Brown
X ⁺			X			X			X	X	Wash., Mo.
X ⁺			X	X		X		X		X	SUNY-Buf. ²¹
X ⁺		X	X		X	X			X		La. State ²²
X		X	X	X	X	X	X	X		X	Southern
		X	X		X	X				X	Howard

Footnotes to Table 1

- ¹ Responses for University of British Columbia are not included, since reference services are highly decentralized, and direct comparison with more centralized systems is difficult.
- ² Number of FTE student assistants is computed by dividing student hours worked per week in the reference department by the number of hours in the official work week. Numbers are rounded to the nearest tenth.
- ³ The questionnaire did not provide the opportunity to indicate the extent of responsibility for documents. Those respondents who made clear that reference either maintained a separate documents center and/or was responsible for documents ordering are starred to indicate substantial demand on staff resources in this area.
- ⁴ The questionnaire did not specifically ask if computer-aided information retrieval services were offered. While many departments supplied this information in the process of answering other questions, the record of departments offering such services shown here may be incomplete.
- ⁵ The questionnaire attempted to distinguish between those departments engaged in orientation efforts and those engaged in bibliographic instruction. Those departments offering instructional opportunities other than tours are indicated in this column. For a more detailed record of instructional activities, see Table 5.
- ⁶ Those departments which indicated a heavy commitment of staff time to development of the general library collection are marked with a plus (+). Those so marked report twenty percent or more of staff time devoted to collection development and/or staff members with specific assignments in collection development.
- ⁷ Only departments preparing exhibits on a regular basis are indicated in this column.
- ⁸ Reference departments are considered to be fully responsible for undergraduate reference service if there is no undergraduate library on the campus which they serve or if there is an undergraduate library which does not offer reference service.
- ⁹ Reference departments are considered to be fully responsible for catalog information if they staff separate catalog information desks or if there is no separate catalog information desk in their libraries.

Footnotes to Table 1 (Continued)

- ¹⁰ These departments do not have primary responsibility, but only issue passes at odd hours or for special purposes.
- ¹¹ Bibliographies are prepared by using computer-aided information retrieval.
- ¹² Department is responsible only for publication of thesis bibliography.
- ¹³ Department is responsible for selection in classics only.
- ¹⁴ Most or all of clerical effort is devoted to interlibrary loan.
- ¹⁵ Through committee work.
- ¹⁶ Information given is for the Humanities Reference Department only.
- ¹⁷ At Pittsburgh, Reference is a unit in the Information Services Department. It was necessary to estimate numbers of staff devoted solely to the reference function, since other answers in the questionnaire applied only to Reference as a separate unit. Reference librarians and clerks all have other responsibilities within the Information Services Department, e.g. microforms and documents.
- ¹⁸ Missouri is on a subject divisional system: Science, Social Science, History-Geography-Philosophy, Art-Archaeology-Music, Library Science, Rare Books, Education-Psychology and Undergraduate. Information given is for the nine reference points in the main building.
- ¹⁹ Information given is for the Alexander Library, the research collection for the social sciences, the humanities, and the professional schools of library service, social work, and education.
- ²⁰ The Wayne State Library system includes the Purdy Library (Humanities, Social Studies and General), Education Library, Law Library and Medical Library. Reported responses are for Purdy Library only.
- ²¹ Information given is for Lockwood Library, the graduate social sciences and humanities library.
- ²² Information given is for the three divisions in the main library at LSU: Science, Social Science and Humanities.

Table 2

Reference Departments Grouped by Labor-Intensive Services Offered:
Staff Size, Size of Library Collection, University Enrollment, Size of Faculty Served.

Institution ¹	# FTE Librarians	# FTE Clerical Staff	# FTE Student Assistants ²	Total FTE Staff	RESPONSIBILITIES OF				
					Interlibrary Lending ³	Interlibrary Borrowing ³	Interlibrary Loan Photoduplication	Documents Collection ⁴	General Selection ⁵
Yale	10.5	14.0	5.6	30.1	19.9	3.0	X	X*	
NYU	16.0	3.0	.6	19.6	3.9	2.0	X	X*	
Syracuse	10.5	5.5	8.9	24.9	3.6	3.1	X	X*	
Brown	11.0	2.0	1.1	14.1	5.1	2.2	X		X ⁺
Wash., Mo.	9.0	5.0	1.0	15.0	10.9	5.1	X	X	X ⁺
Indiana	6.0	5.0	2.6	13.6	29.4	14.4	X		
UCLA	10.0	7.5	5.3	22.8	58.5	5.8	X		
McGill	10.5	9.0	.3	19.8	35.4	7.8	X		
Iowa	10.5	2.75 ¹¹	.8	14.1	11.5	5.0	X		
Howard	5.0				X	X	X		
Kansas	6.5	3.0 ¹¹	.6	10.1	16.7	3.5			X
Arizona	9.0	6.0	1.8	16.8	6.4	3.2			X
Chicago	5.8	2.0 ¹¹	-	7.8	5.4	6.5			
Toronto	17.0	2.5	1.7	21.2		11.0		X*	
Michigan St.	14.0 ¹²	5.25 ¹²	3.0	22.3		4.5		X*	
Cornell	6.75	3.0	2.3	12.1		6.0			
Illinois	7.0	2.0	1.4	10.4		7.0			
Alberta	9.0	6.0	.1	15.1					X ⁺
California	8.5 ¹³	2.0	1.3	11.8					X ⁺
SUNY-Buf. ¹⁴	11.0 ¹⁵	1.5	1.6	14.1					X ⁺
Ohio State	7.5	2.5	1.2	11.2				X	X ⁺
Minnesota	7.5	1.25	2.5	11.2					X ⁺
Wayne St. ¹⁶	12.0 ¹⁷	3.0	1.2	16.2					X ⁺
Duke	6.66	2.0	.8	9.4					X ⁺
Cincinnati	8.0	2.0	.8	10.8					X ⁺

Table 2

REFERENCE DEPARTMENTS			Volumes in Library ⁸ (millions)	Total Enrollment ⁹	# Faculty Served ¹⁰	Institution ¹
Computer ⁶ Searching	Library Instruction	Microform Collection				
	X	X	6.6	9,734	734	Yale
X		X	2.5	29,698	904	NYU
		X	1.5	21,067	820	Syracuse
X			1.5	6,766	436	Brown
X			1.5	11,359	497	Wash., Mo.
X	X		3.9	32,651	1,199	Indiana
X	X		3.5	60,127	N.A.	UCLA
	X		1.7	18,354	1,178	McGill
		X	1.9	23,036	1,007	Iowa
			.8	9,455	N.A.	Howard
X	X		1.8	22,194	929	Kansas
X	X		1.7	29,149	962	Arizona
	X		3.6	9,480	778	Chicago
X	X	X	4.4	44,715	2,087	Toronto
X	X		2.1	48,488	2,005	Michigan St.
	X		4.3	16,541	1,470	Cornell
			5.5	36,845	2,050	Illinois
X	X		1.6	23,054	1,268	Alberta
X	X		4.7	34,809	N.A.	California
X	X		1.5	12,604	993	SUNY-Buf. ¹⁴
X	X		3.0	50,146	1,611	Ohio State
X			3.6	66,887	1,568	Minnesota
X			1.6	38,073	1,156	Wayne St. ¹⁶
	X		1.6	9,165	529	Duke
			2.6	34,885	N.A.	Cincinnati

Table 2 (Continued)

Reference Departments Grouped by Labor-Intensive Services Offered:
Staff Size, Size of Library Collection, University Enrollment, Size of Faculty Served.

Institution ¹					RESPONSIBILITIES OF				
	# FTE Librarians	# FTE Clerical Staff	# FTE Student Assistants ²	Total FTE Staff	Interlibrary Lending ³	Interlibrary Borrowing ³	Interlibrary Loan Photoduplication	Documents Collection ⁴	General Selection ⁵
Michigan	11.0	2.5 ¹⁸	2.7	16.2				X*	X ⁺
J. Hopkins	9.5	N.A.		N.A.				X*	X
Virginia	6.0	1.5	1.3	8.8				X*	
Wisconsin	5.0	2.5 ¹⁹	.5	8.0				X*	
Pennsylvania	9.0	0.	2.0	11.0					X
Penn. State	7.75	2.5	.6	10.8					X
Princeton	7.0	1.0	.5	8.5					X
Case Western	3.0		.8	3.8					
Northwestern	7.5	1.5	2.5	11.5					
Pittsburgh ²⁰	3.5	2.0	.3	5.8					
Columbia	6.0		N.A.	N.A.					
Texas	6.0	2.5	1.8	10.3					X ²¹
Rutgers ²²	4.0 ²³	.5	1.0	5.5					
No. Caro. ²⁴	4.5	2.0	3.7	10.2					
Harvard	6.0		1.1	7.1				X	
So. Illinois	5.0	N.A.	N.A.	N.A.					
La. State ²⁵	9.0 ²⁶	3.0 ²⁷	3.1	15.1					X ⁺
Missouri ²⁷	15.0	11.0	N.A.	N.A.		X		X	X
Southern ²⁸	8.0	3.0	15.4	27.4	X	X	X	X*	X

Table 2 (Continued)

REFERENCE DEPARTMENTS			Volumes in Library ⁸ (millions)	Total Enrollment ⁹	# Faculty Served ¹⁰	Institution ¹
Computer ⁶ Searching	Library ⁷ Instruction	Microform Collection				
	X		4.7	37,505	1,720	Michigan
X		X	2.0	10,111	275	J. Hopkins
			2.0	26,018	741	Virginia
			3.0	38,603	1,388	Wisconsin
X	X	X	2.6	20,380	1,072	Pennsylvania
X	X		1.8	40,102	2,234	Penn. State
			2.7	4,103	579	Princeton
X	X	X	1.6	8,688	617	Case Western
X	X		2.4	15,390	830	Northwestern
X	X		2.0	29,729	1,032	Pittsburgh ²⁰
X	X		4.7	15,460	806	Columbia
X			3.7	45,429	1,589	Texas
	X		1.8	30,993	1,955	Rutgers ²²
	X		2.1	20,615	1,073	No. Caro. ²⁴
			9.2	20,498	826	Harvard
			1.8	21,214	917	So. Illinois
			1.5	25,617	942	La. State ²⁵
	X		1.8	26,190	1,932	Missouri ²⁷
	X	X	.3	13,915	432	Southern ²⁸

Footnotes to Table 2

¹ Responses for University of British Columbia are not included since reference services are highly decentralized, and direct comparison with more centralized systems is difficult.

² Number of FTE student assistants is computed by dividing student hours worked per week in the reference department by the number of hours in the official work week. Numbers are rounded to the nearest tenth.

³ Statistics for interlibrary lending and borrowing are provided in these columns for institutions at which reference departments are responsible for these activities. Data are in thousands rounded to the nearest tenth. Source is ARL Statistics 1974-75 (Washington, Association of Research Libraries, 1975).

⁴ The questionnaire did not provide the opportunity to indicate the extent of responsibility for documents. Those respondents who made clear that reference either maintained a separate documents center and/or was responsible for documents ordering are starred to indicate substantial demand on staff resources in this area.

⁵ Those departments which indicated a heavy commitment of staff time to development of the general library collection are marked with a plus (+). Those so marked report twenty percent or more of staff time devoted to collection development and/or staff members with specific assignments in collection development.

⁶ The questionnaire did not specifically ask if computer-aided information retrieval services were offered. While many departments supplied this information in the process of answering other questions, the record of departments offering such services shown here may be incomplete.

⁷ The questionnaire attempted to distinguish between those departments engaged in orientation efforts and those engaged in bibliographic instruction. Those departments offering instructional opportunities other than tours are indicated in this column. For a more detailed record of instructional activities, see Table 5.

⁸ Source: ARL Statistics 1974-75 (Washington, Association of Research Libraries, 1975). Statistics for Southern University and Howard University are taken from National Center for Education Statistics, Library Statistics of Colleges and Universities, Fall, 1973: Institutional Data (Part B) (Washington, 1976). All numbers are rounded to the nearest tenth of a million.

⁹ Source: National Center for Education Statistics. Fall Enrollment in Higher Education 1975. Institutional Data. (Washington, 1976). Canadian university data is from Canada. Statistics Canada. Fall enrolment in universities 1974-75 (Ottawa, 1977).

Footnotes to Table 2 (Continued)

- ¹⁰ Source: American Association of University Professors, "Nearly Keeping Up: Report on the Economic Status of the Profession, 1975-76. AAUP Bulletin, 62, no. 2 (August, 1976), 195-284. Statistics for University of Cincinnati and for Southern University are from National Center for Education Statistics. Numbers of Employees in Institutions of Higher Education: Fall, 1972 (Washington, 1976), Statistics for Canadian universities are from Association of Universities and Colleges of Canada. Universities and Colleges of Canada 1972 (Ottawa, 1972).
- ¹¹ Most or all of clerical effort is devoted to interlibrary loan.
- ¹² Michigan State staff figures include 2 FTE professionals and 2.5 FTE clerks devoted to documents.
- ¹³ Four staff members have selection responsibilities beyond the reference department collection.
- ¹⁴ Information given is for Lockwood Library, the graduate social sciences and humanities library.
- ¹⁵ Reference librarians spend 50% of their time on collection development for circulating collection.
- ¹⁶ The Wayne State Library system includes the Purdy Library (Humanities, Social Studies and General, Education Library, Law Library and Medical Library. Reported responses are for Purdy Library only.
- ¹⁷ Three book selection officers are included in the reference department staff, but do not participate in desk assignments.
- ¹⁸ One half-time clerk is in the Map Department.
- ¹⁹ One library technician is, in effect, the documents librarian.
- ²⁰ At Pittsburgh, Reference is a unit in the Information Services Department. It was necessary to estimate numbers of staff devoted solely to the reference function, since other answers in the questionnaire applied only to Reference as a separate unit. Reference librarians and clerks all have other responsibilities within the Information Services Department, e.g. microforms and documents.
- ²¹ Department is responsible for selection in classics only.
- ²² Information given is for the Alexander Library, the research collection for the social sciences, the humanities, and the professional schools of library service, social work, and education.

Footnotes to Table 2 (Continued)

²³ 25% of staff time is devoted to cataloguing government publications.

²⁴ Information given is for the Humanities Reference Department only.

²⁵ Information given is for the three divisions in the main library at LSU: Science, Social Science and Humanities.

²⁶ Professionals (six) in Science and Social Sciences Division are also responsible for collection development in their subject fields.

²⁷ Missouri is on a subject divisional system: Science, Social Science, History-Geography-Philosophy, Art-Archaeology-Music, Library Science, Rare Books, Education-Psychology and Undergraduate. Information given is for the nine reference points in the main building.

²⁸ Louisiana State, Missouri and Southern are grouped together since none has a central reference collection.

Table 3

Work Schedules of Reference Departments in Large Academic Libraries

Institution	Work Week (Hours)	Desk Hours Per Week Per Librarian	% Time Per Librarian On Desk	Nights Worked Per Week	Weekend Days Worked Per Month
Harvard	35.0	25	71	1	1
Yale	37.5	15	40	0.5	2
Illinois	39.0	20	50	0.5	2
Columbia	35.0	22	63	1	1.3
Michigan	37.5	9 ¹	24	1	1
Berkeley	40.0	12	30	1	1.3
Toronto	36.25	16	44	1	2
Indiana	38.5	15	39	1	1
Texas	40.0	20	50	1	1
Chicago	37.5	~30	~80	1	1
Minnesota	40.0	15-18	38-45	1	2
UCLA	38.0	16	42	1	1.5
Ohio State	40.0	16-20	40-50	1	2
Wisconsin	40.0	~15-17	38-43	1	1
Princeton		18	~45	N.A.	N.A.
Pennsylvania	35.0	18	51	1	1
Duke	39.5	15-18	41-46	1	2
NYU	35.0	15	43	1	1
Northwestern	37.5	12	32	0.5	1-2
Michigan State	40.0	16	40	1	2
No. Carolina	39.0	5	13	1	2
Johns Hopkins	37.5	N.A.	N.A.	1	2
Virginia	40.0	15-30	38-75	one night or weekend per week	
Pittsburgh	37.5	12-15	32-40	1	1
Iowa	40.0	20	50	1	1-4
Missouri	39.0	5	64	1	0.25
Kansas	40.0	15-18	40-45	1	1.5
Penn State	40.0	20	50	1	4
Southern Illinois	37.5	15	40	1	.5
Rutgers	35.0	19	54	1	1
McGill	35.0	18	51	1	0.5
Arizona	40.0	9	23	0	1
Case Western	37.5	20	53	1	1
Wayne State	37.5	15	40	1	2
Cincinnati	40.0	14	35	1	2
Alberta	35.0	12-15	34-43	1	.5
Syracuse	37.5	20	53	1	2
Brown	37.5	14.5	39	1	1.5
Washington, Mo.	37.5	16	43	1	4
SUNY - Buffalo	37.5	11	29	1	1
Louisiana State	39.0	18	46	1	1
Southern	N.A.	36	N.A.	1-2	2
Howard	40.0	40	100	1	2

¹Two additional librarians from other departments rotate desk duty.

Table 4

Utilization of Non-Professional Staff in Reference Departments
in Large Academic Libraries

Task	% of Reference Departments in which task is done by non-professionals	% of Reference Departments in which task is done by students
Checking general catalog for location information (at other times than late nights or weekends)	72	58
Routine ready reference (at other times than late nights or weekends)	60	42
Routine interlibrary loan searching in those departments responsible for interlibrary loan	73	50
Reference department catalog maintenance	84	26

Table 5

Instructional Offerings of Reference Departments in Large Academic Libraries

Target Group	% of Reference Departments Offering:									
	Any Form of Instruction	Tour	Class-room Lecture	Work-shop Session	Short Course	Full Length Course	Programmed Instruction	Term Paper Clinics	Consultation by Appointment	Other
Incoming Freshmen	53	51	19	2	5		5 ¹	5		5 ²
Undergraduate Majors	72	58	51 ³	33	9	5	2	7	5	5 ⁴
Graduate Students	79	67	53 ⁵	33	12	5	2		9	12 ⁶

¹ Alberta offers a programmed instruction package produced jointly by the reference department and the undergraduate library. Arizona offers programmed instruction developed by the Library's Orientation Librarian.

² Virginia's reference department provides a quiz coordinated with classwork. At Minnesota, reference librarians have used an Educational Development All-University grant to support a two-quarter basic library skills course which was run in the campus newspaper during the Winter and Spring quarters, 1977. It was offered to students at large, and to selected freshman English and communications classes.

³ 9% specify lectures are given on demand.

⁴ See footnote 2 for Minnesota campus newspaper course. Arizona also makes use of bibliographies compiled by the Reference Library instructor. The Rutgers Reference Department offers a self-guided tour. SUNY-Buffalo provides a bibliographic assignment manual.

⁵ 12% specify lectures are given on demand.

⁶ See footnote 2 for additional Minnesota, Arizona, Rutgers and SUNY-Buffalo offerings. UCLA advertises regular "seminars" in interlibrary loan procedures and bibliographic verification in the student newspaper.

Summary 1. Trends in Reference Services in Large Academic Libraries.

New Service	% of Reference Departments which have added or increased this service during the last five years
Computer-aided information retrieval	47
Bibliographic instruction	47
Outreach services such as selective new acquisitions lists sent to various academic departments	19
Expanded information services (i.e., addition of campus information or catalog information desks)	19

Table 6
Changes in Staff and Workload of Reference Departments over Last Five Years

Institution	FTE Professional Positions		FTE Clerical Positions		% Change in Workload			
	Lost	Added	Lost	Added	Reference Questions	Interlibrary Lending	Interlibrary Borrowing	Other
Harvard	1.0							
Yale	1.5		1			-50	+25	
Illinois	1.0	0.5					+56	
Columbia	1.0 ¹		1.5					
Michigan	1.0							
California		0.5 ²	1.0					
Toronto	2.0		4		+110		+40	
Cornell	2.0	1.0			+53		+74	
Indiana								
Texas		1.0	1.5					
Chicago	1.0	1.0			+5	+12.5 ³	+51	+428 ⁴
Minnesota		1.0	1.0	.75	+230	+12	+42.3	+8.7 ⁵
UCLA		1.0		1.5	+21			
Ohio State	0.5							
Wisconsin		.5	2.5		+57			
Princeton		1.0			+33			
Pennsylvania		2.0			+20			
Duke		.25						
NYU	8.0		5.0					
Northwestern		1.5			+400			
Michigan State	1.0				+25		-10	+50 ⁶
No. Carolina		.5						
Johns Hopkins		3.0	1.0					
Virginia		1.0			+30			+40
Pittsburgh	1.0		1.0		+28.3			
Iowa		3.0		.75	+20	+25	+20	+25
Missouri	2.0	2.0		1.0	+15			
Kansas					+20	+20	+20	+80 ⁴
Penn State		2.0	1.0	1.0	+50			+02
Southern Ill.								
Rutgers	2.0	1.0						
McGill	.5				+22	+8.9 ⁷	+35	+10
Arizona	2.0	1.0	2.0	3.0	+115			+200 ⁴
Case Western	2.0			2.0	+20			300 ⁴
Wayne State					+25			
Cincinnati		4.0		1.0				
Alberta		1.0		1.0	+20		+25 ⁴	
Syracuse	1.0	2.0	1.0	4.5	+60	+54	+40	
Brown					+25	+15	+10	
Washington, Mo.		2.0		3.0	+60	+30	+50	
SUNY-Buffalo	5.5			.5				
Louisiana State					+20			
Southern	4.0	3.0	1.0		+20	+20	+20	
Howard		2.0			+50	+30	+20	

¹Also one reference librarian borrowed by another department.

²This is a volunteer from technical services.

³Requests received. Volumes lent increased 28%.

⁴Largely or wholly instructional activities.

⁵Information desk.

⁶Instructional service. Also added information retrieval.

⁷Requests handled.

Table /
Reference Collections in Large Academic Libraries

Institution	# of Volumes (Reference Collection) ¹	# of Volumes (Bibliography Collection) ¹	Linear Feet of Shelves	Volumes Added Academic Years				
				1970-71	1971-72	1972-73	1973-74	1974-75
Harvard	11,000			Ca 100-150 titles added & subtr./year.				
Yale	33,000	19,000						800
Illinois	19,672		2,991	465	129		1,904	186
Columbia	33,195			1,546	1,279	1,642	1,622	1,433
Michigan	15,000e		5,639					987e
California	23,500			1,354	1,047	1,479	1,112	1,441
Toronto	30,000						2,723	1,864
Cornell	17,275		2,000	1,463	1,615	1,708	1,689	1,920
Indiana	25,000g		4,200					
Texas	10,000 ²	2,156	2,000					
Chicago	14,500e			2,235	1,269	649		
Minnesota	44,523							
UCLA	35,000e		5,000					
Ohio State	30,000+	15,000+	3,000+					
Wisconsin	65,000			815	899	1,350	2,461 ³	2,324
Princeton	12,000		3,618	480	255	255	213	477
Pennsylvania	25,000		8,034			739	600	450
Duke	20,000e			Weed as volumes are added.				
N.Y.U.	40,000+							
Northwestern	42,000e		9,100e	1,794	2,710	3,225	2,713	2,405
Michigan State	55,000		6,573	Weed as volumes are added.				
No. Carolina	20,000e							
Johns Hopkins	32,570		6,484					
Virginia	20,862			1,115	774	597	-126	1,007
Pittsburgh	23,000e	15,000e	6,390e	1,015	1,104	1,149	879	1,335
Iowa	15,000 ⁴		7,013					
Kansas	15,000		3,000e					
Penn State	15,050		12,169	2,979	2,730	2,286	1,780	1,410
Southern Ill.	4,000							
Rutgers	21,700e		540					
McGill	25,152		3,400	294	895	532	1,048	1,016
Arizona	44,000e		3,853					
Case Western	10,000+	3,800	5,500					
Wayne State	10,000	10,000	3,417					
Cincinnati	18,842		2,000	418	605	804	854	1,144
Alberta	65,000e	15,400	11,000	2,895	1,940	1,873	1,520	1,147
Syracuse	134,486 ⁵							6,604
Brown	40,000e		9,000e			320e	380e	450e
Washington U (Mo)	20,000e	3,350e	2,100e	450e	450e	450e	450e	450e
SUNY-Buffalo	22,000		1,177					
Louisiana State			3,270					
Southern			No separate reference collection.					
Howard			30					
Average	31,025		4,732	1,288	1,180	1,191	1,284	1,443

¹ Estimated numbers are followed by e.

² Titles.

³ In 1973 divisional reference collections (Humanities, Social Studies, Documents and General Reference) were combined.

⁴ This figure does not include national and trade bibliographies.

⁵ This figure includes documents.

Summary 2. Organization of Reference Departments in Large Academic Libraries

Administrative Structure	# Reference Departments Responding Positively
Department has:	
Assistant Head	20
Associate Librarians who share administrative responsibility with Head	6
A coordinator of instructional activities	10
Selection Responsibility	# Reference Departments Responding Positively
1. Head fully responsible	7
2. Divided by subject among staff members who:	
(A) make purchases with approval of Head	10
(B) make purchases on their own initiative	4
(C) make purchases both with approval and on their own initiative.	2
3. Different tools assigned to staff members who:	
(A) make purchases with Head's approval	5
(B) make purchases on their own initiative	1
(C) make purchases both with approval and on their own initiative.	2
4. Different tools and subjects are assigned to different staff members who make purchases with the approval of the Head.	3
5. Responsibility is delegated to a specific member of the department.	5
Intradepartmental Professional Communication	# Reference Departments Responding Positively
Professional training program	22
Regular staff meetings	37
Reference Department policy statement	12

Summary 3. Profile of Professional Staffs of Reference Departments
in Large Academic Libraries.

Sex of Staff Members	% of Reported Reference Department Staffs
Male	27%
Female	73%
Years of Professional Experience	
Five or fewer	33%
Six to ten	33%
Eleven to fifteen	13%
Sixteen to twenty	10%
Twenty-one or more	11%
Years of Reference Experience	
Three or fewer	24%
Four to ten	47%
Eleven to twenty	19%
Twenty-one or more	9%
Degrees Held	
MLS plus additional Master's	25%
MLS plus Ph.D.	3%
BSLS only	< 1%
No library degree	< 1%
Foreign Language Competence	
One language	37%
Two languages	24%
Three languages	17%
More than three languages	10%